Edu World 2016
7th International Conference

PREVENTION OF ERRORS IN THE EVALUATION PROCESS

Ana Oproescu (a)*

*Corresponding author

(a) University of Pitesti, Faculty of Educational Sciences,Pitesti, Romania, ana.apetroaiei@upit.ro

Abstract

The pedagogical research focusing on the study of pedagogical evaluation contributed to the development of educational theory and practice by introducing concepts into the culture of pedagogical evaluation and experimental validation of the strategic approach to the culture of pedagogical evaluation, in order to prevent errors related to the educational process. One of the routes for guidance in the investigational study was the assessment of the multiple approaches to pedagogical evaluation, which led to focusing on the concept of culture of educational evaluation as a solution to prevent subjective evaluation. Researchers have identified the theoretical foundations of educational evaluation which have been integrated into a coherent system focused on theories, models and principles of evaluation: continuity, irreversibility, optimization, ordering to achieve the functions of evaluation: control, transmission, regulation/self (adaptation/improvement), conversion, socio-emotional encoding/decoding. In this context, the contemporary docimologic trend to ensure the evaluative device necessary to objective evaluation was reflected. It has been scientifically proven that pedagogical phenomena recorded in the subjective evaluation of contemporary education can be prevented by promoting and building a culture of pedagogical evaluation.

1. Introduction

The development of epistemic significance for "evaluation", generated by the coherence of the principles in constructive approach for education, is objectified in interactive pedagogy, which aimed interactive evaluation, defined by M.D. Bocoş (2013) is favorable of revealing educational difficulties.

Interactive is defined the evaluation that provides clear information about its cognitive development and offers to teachers information about the quality of didactical strategies towards reconstruction of educational technologies, thus becoming possible to adjust the quality of education, suggesting directions to curricular accommodation of pedagogical offer.(Bocoş, 2013, p.114)

The ideas revealed by C. Cucoş (2008) offer a present sense to the term of culture of pedagogical evaluation and allow to alert about the need of defining more exactly of pedagogical evaluation culture values, both from the teachers and from the students. This will allow to us to notice that the act of evaluation release, often, an artificial frame, marked of a remarkable distance between observation conduct and the observed proper conduct. (Voiculescu, 2001)

The assessement test can be converted to a made situation, meaning the rated agent (the student) is forced to adopt the desired conduct by itself default prescription "hidden" in the test. (Cucoş, 2008, p. 55)

We ascertain into the specific literature ideas which support the subjective evaluation, too. For exemple, Elisabeta Voiculescu (2007) says that "an evaluation purely objective, impersonal and absoultely neutral, means a devoid evaluation of subject, it is not only practically impossible, but a little relevant than an evaluation which hire the subjectivity, the values, the atitudes of the assessor or/and of the assessed." (Voiculescu, 2007, p.41)

The present article shows the results of an experiment pedagogical approach on diagnosis and prevention of errors in shaping the culture of school evaluation. The experimental research methodology included investigative methods through which we analysed the features of the docimologic conduct of teachers in the evaluation process.

The more we achieve a stable equilibrium among the main components of the pedagogical evaluation, on the one hand, fairness and objectivity of evaluation, on the other hand, we can expect to achieve higher professional performances in school evaluation with a view to increasing the culture of pedagogical evaluation from the perspective of constructing a successful teaching career.

The more we ensure a better match between the components of the culture of pedagogical evaluation, the more we can exclude subjectivity in evaluation and the teacher-students / school group relationships will be significantly raised as factors influencing performance in learning/studying and school success.

2. Aims of Investigation

• determining the issues of the pedagogical evaluation at process level;
• constructing the tools for pedagogical diagnosis of teaching effectiveness in the pedagogical evaluation process;
• describing the degree of objectivity in evaluating for teachers.

In designing the investigation, sampling the research subjects (60 teachers) was a special concern because it determined the success of the experimental approach conditioned by fairness, thoroughness and accuracy of experimental actions. The sampling of the investigated population was performed by stratification, considering that the optimum deployment of the pedagogical experiment should take place in the natural context of the organization of the educational process.

3. The Finding Step of the Research

The finding step of the research involved the organization of the pedagogical experiment on the subjects to examine pedagogical evaluation practices, and led to the delineation of errors in school evaluation; the pedagogical diagnosis of the effectiveness of evaluating through quantitative and qualitative methods in relation to the dimensions of the culture of pedagogical evaluation; determining the school teachers' representations regarding the quality of evaluation.

Throughout the pedagogical experiment we applied the Test of self-assessment of the degree of objectivity of teachers in pedagogical evaluation which is used as a standardized tool consisting of a series of test-paper items developed to record behavioural manifestations to stimuli administered in pedagogical evaluation. The test provides, through its specificity, quantitative information on the phenomenon of objectivity in school evaluation. The requirements of the test are: validity, reliability, standardization, calibration. I considered functional for research purposes Test of self-assessment of the degree of objectivity of teachers in pedagogical evaluation, adapted from Jinga I. and elaborated by Neacsu I., (1998) "Are you objective in didactic evaluation?". The 12 items of the test correlate with the theoretical values determined in the research theory, being reflected in the experimental part of the research paper, under criteria for assessing the objectivity of the teacher. The evaluation descriptors of the test vary from one item to another. The score given is within the range 0-5 points, corresponding to Insufficient (0 -1 points), Medium - 3 points and High - 5 points.

4. Interpretation of the Results of the Test of Self-Assessment of the Degree of Objectivity of Teachers in Pedagogical Evaluation

The evaluation of the results of the questionnaire has revealed the general level of objectivity of teachers, the subjects being distributed in experimental and control groups. The Finding phase of the experiment is characterised by levelling the results for all groups of subjects, which were diagnosed based on the same instrument and timeframe. The core values of the research are formulated in terms of desirable behaviours of CPE shown in the figures and tables below, according to their corresponding number where the experimental group is marked by the abbreviation GE and the control group - GC:

1. accuracy of methodological choice

2. sequence of decision

3. objectivity of the evaluation for anticipating subjective evaluation

4. accuracy of the evaluation (measurement - assessment - decision)

5. extension of evaluation

6. compatibility of self-evaluation decision

7. focus on the student

8. accessibility of the content to be evaluated

9. design of evaluation criteria

10. communication of the decision

11. management of the decision

12. authenticity of the evaluation.

The concept of CPE acquires new praxiologic meanings both at macro and micro structural level. At the level of education, we are interested not only in teaching staff perspective, but also the prospect of self-training students in the complex route of building self-assessment competence, unlike traditional duties. Figure 1 shows the CPE values obtained by the teachers during the finding phase of the experiment under natural conditions of pedagogical activity.
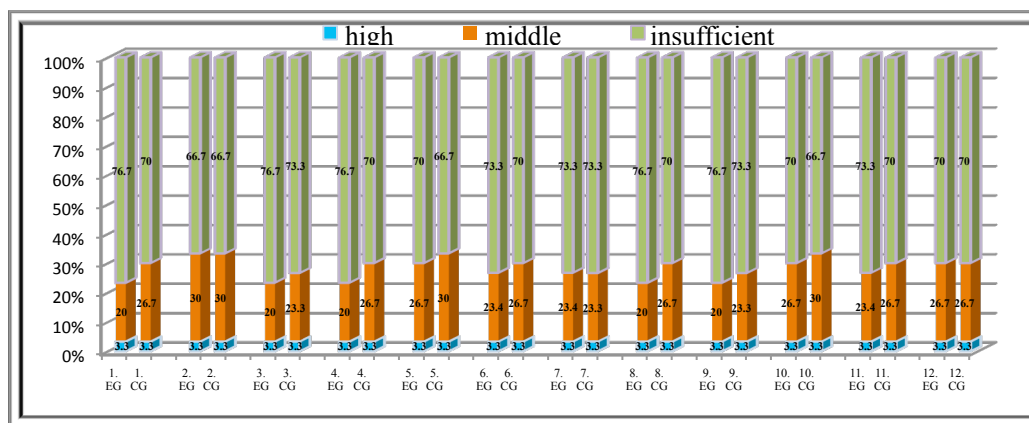

Fig. 1 Level of training to teachers the values of a culture of pedagogical evaluation (EG - experimental group, CG - control group, findings)

Item no. 1 represents the level of training to teachers the values of a culture of pedagogical evaluation by the accuracy of the methodological choice, and the findings are that only 3.3% of teachers in the experimental group and the control group correlate, at a high-level, the process of establishing operational objectives in didactic designing with the method and the content of the evaluation tests, respectively 70% of subjects in the control group and 76.7% in the experimental group carry out this specific task at insufficient level.

The question that revealed data about student progress monitoring led to the degree consecutiveness led to appreciating the level of the sequence of decision. Among the groups of research subjects, 66.7% mentioned that they never see again the notes comprising findings from checks made in the past years, before designing the content a a new evaluation test, because they know these findings by heart. No less compelling is the answer of 30% of teachers in the two groups who do this accidentally, unless they have failed to write some conclusions on previous evaluation tests and only 3.3% of teachers revisit the notes comprising findings of the previous evaluation tests.

With question no. 4 of the test we evaluated the degree of accuracy (measurement - assessment - decision) of school teachers when evaluating their students. Similarly, 3,3% of teachers use a detailed checking grid with the partial scores given for each element of the response; 26.7% of the subjects in the control group set out certain criteria that they remember and take into account while evaluating students' work; and 76.7% of respondents in the experimental group believe that it is not the case to do that, as they rely on judgment and experience and are able to evaluate the students' work correctly.

Similarly, for a current test paper, only 3.3% of teachers announce the results obtained by the students as soon as possible, starting with the day of the test paper, by giving checking grid to the students, and, respectively, the opportunity to receive answers to questions arising from certain

ambiguities, doubts, suspicions, thereby demonstrating the accessibility of the content to be evaluated. A percentage of subjects (20% and 26.7%) announce the results the following day, briefly highlighting the students' typical errors; and only 3.3% of the teachers surveyed believe that the results achieved by the students may not necessarily be announced on a certain day, but according to the time available to the teacher. A test item assessed the extent to which teachers design the evaluation criteria for assessing oral responses. We found that 76.7% of teachers in the experimental group and 73.3% in the control group never establish these criteria but only 3.3% of teachers do that, which correspond to a high level of culture of pedagogical evaluation. One aspect identified by question 11 of the test targeted certain situations addressed as correct from the teachers' perspective, which is actually less adjusted to the concrete situation, recording results on the management of the decision. The self-evaluation tests for teachers invited them to choose one of the listed answers on the decision about the final grade if the results of the test paper are almost all below grade "7". Data collection showed that 73.3% of teachers increase all the grades with one or two points. Quite a few teachers (23.4% in the experimental group and 26.7% in the control group) cancel the planned test paper and schedule another one, possibly after a consultation.

5. The Strategic Approach to the Training of Pedagogical Evaluation Culture

Continuous training of teachers was conducted through participation of school teachers in the experimental group of the research to thematic meetings and methodological seminars on the topic of Training of pedagogical evaluation culture to teachers in which specific CPE issues on the CPE essence and content were discussed; designing evaluation strategies and CPE assessment of teachers. In this research context, we mention that, by assessing pedagogical evaluation culture of school teachers, we can get optimal feedback on actions of teaching-learning-evaluation. Regular meetings were held with the teachers included in the experimental group of the research, the aim being to promote pedagogical evaluation culture and ensuring the quality of education. In Romania, the thematic round tables are regularly being held during school teachers' meetings. Another strategy of lifelong vocational training in secondary education is the Pedagogical roundtable which entails the exchange of good practices and update evaluation strategies. Quality is the fundamental principle in achieving Pedagogical roundtables on a specific CPE content and theme, the teaching approaches being oriented to the optimization of the teaching-learning-evaluation process.

Continuous training of teachers in terms of pedagogical evaluation culture were directed towards the adjustment of the regulating function of the system, improvement of the didactic activity and optimisation of students' school results, consisting of joint efforts of evaluators and evaluated subjects in order to make the required "corrections" - based on the appreciation and control of the leadership style and respectively of the execution activity. When evaluating the students' results, school teachers were guided to focus mainly on improving their own teaching style, the learning skills and the stimulation of the motivational factors of professional development.

The interpretation of results of the evaluation form of docimologic conduct of school teachers and students at the validation stage of the experiment was performed through the method of comparing data from subjects of the research groups to evaluate the level of training of the pedagogical evaluation culture during the two experimental stages.
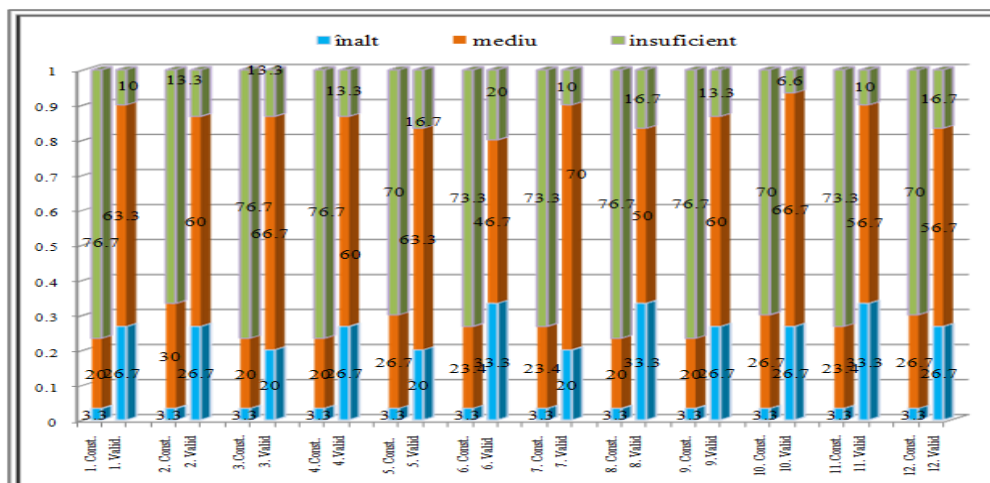
Fig. 2. Comparable levels of training to teachers the values of a culture of pedagogical evaluation (validation)

In the table above, one can notice that there is a substantial change in the values of the pedagogical evaluation culture of teachers in the experimental group - the subjects in this group are teachers involved in the training program through the strategic approach. A significant increase of the high level was recorded at the validation stage of the experiment by 33.3% of teachers in the process of compatibility decision of evaluation and self-evaluation, accessibility of the evaluated content and the management of the decision, which is explained by their awareness of the study subject and good practices on pedagogic docimology.

Increased percentage values may be observed at 70% of teachers who demonstrated, throughout the evaluation of school results, the application of the principle of focusing on the student, without relying on small grades at the beginning of the semester, and then, towards the end of that semester, give high grades so that the average obtained by students can adequately reflect the level of their training, and considering that this can introduce a strong dose of subjectivity in grading students at the findings stage of the experiment, this value being registered only to 23.3% of teachers.

The notification of the decision of the missing elements in the student's response, making him/her to realise the correctness of the grade received, recorded a difference of percentage values in comparing the results with the finding stage, while validating the insufficient level, this being shown only by 6.6% of teachers in comparison with the 70% achieved during the finding stage of the experiment.

If we compare the results to teachers in the experimental group and the control group, we can notice a significant increase in the percentage values for medium and high levels recorded by subjects in the experimental group and their decrease to the insufficient level.
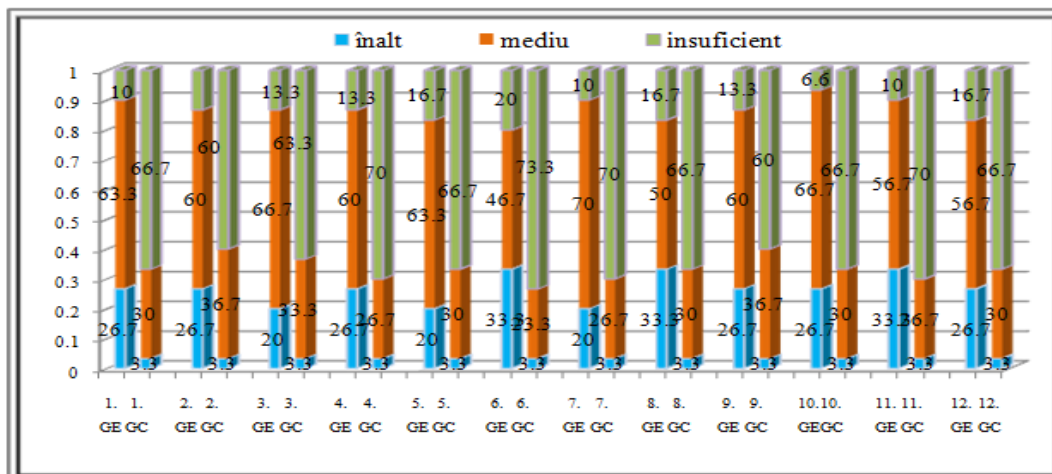
Fig. 3. Comparable levels of training to teachers the values of a culture of pedagogical evaluation (experimental)

From the 30 teachers in the experimental group 4.1% considered optimal to announce the results obtained by the students at a current test paper as soon as possible, starting with the day of the test, giving the students a checking grid, and, respectively, the opportunity to get answers to questions arising from certain ambiguities, doubts, and suspicions. In the same context, an average value of 3.5% of the subjects showed statistically the accuracy of the methodological choice through which school teachers always establish operational objectives in their didactic design, correlating the content of the evaluation tests.

The pedagogic experiment has allowed diagnosing the degree of objectivity in school evaluation and assessment of the levels of the school evaluation of school teachers, which helped determine the most frequent errors in school evaluation. Pedagogic evaluation culture requires permanent restructuring of evaluation strategies and asks for teachers' flexibility, creativity, spontaneity and adaptability to emerging situations and conditions and depends largely on their ability to quickly grasp the weaknesses and fix evaluation errors in due time.

6. Conclusions

The effectiveness of the experimental intervention in our research is demonstrated by the experimental data obtained at the validation stage, which revealed statistically significant differences on increasing the CPE levels of school teachers.

The research instrument taken from the field literature proved to be fertile when elucidating educational purposes the realities on the frequency of evaluation errors. The educational training actions within the process of training are functional for CPE training.

The objectives of the experimental research were achieved, and the results obtained through the application of methods of statistic calculation proved by the significant differences recorded the efficiency to of the Strategic CPE training approach in secondary education at improving teachers' evaluation skills within the meaning of mandatory compliance with a code of ethics, ethical evaluation in terms of evaluation culture at certain values of objective evaluation, which constitutes a valid reference framework for the training and evaluation of vocational skills of teachers within the school perimeter.

References

Bocoş, M. (2013), *Interactive training*, Iasi, Polirom Publishing House.

Cucoş, C. (2008), *The theory and the methodology of evaluation*, Iaşi, Polirom Publishing House.

Neacsu I., Stoica, A. (1998), *General guide evaluation and examination*, Bucuresti, Aramis Publishing House.

Voiculescu, E. (2001), *Pedagogie preşcolară,* Bucuresti, Aramis Publishing House.

Voiculescu, E. (2007), *Subjective factors of the scholar evaluation, Knowledge and control,* Bucuresti, Aramis Publishing House.